

POLICY ON GRANTING CREDIT FOR OFF-CAMPUS PROGRAMS OTHER THAN DUAL-CREDIT COLLEGE COURSES

Many students who are juniors and seniors in high school can benefit substantially from school-directed and supervised learning experiences which cannot be readily provided within a regular school setting, but which can be made available through assignment to off-campus locations under cooperative arrangements with business and industry or other institutions. The Department of Elementary and Secondary Education recognizes and will approve the five types of off-campus programs discussed below. A school district may offer other types of off-campus programs without Department approval, but the students enrolled in them may not be counted in membership and attendance for state aid purposes, and the students may not be granted high school credit for the off-campus experience (Auth: Sections 161.122, RSMo).

Academic programs operated off-campus ordinarily involve students who are enrolled in advanced academic or fine arts classes and have as their goals the acquisition of specialized knowledge and the ability to apply the knowledge to situations which cannot be replicated in a school classroom.

Cooperative vocational education programs involve students enrolled in approved cooperative vocational education programs. The primary goals are the acquisition of specific job skills and demonstrated performance of those skills on the job. Students participating in cooperative vocational education programs are expected to perform productive work during their off-campus experience and may receive pay for it. Programs must meet standards of the Division of Vocational and Adult Education and be approved by that Division.

Work experience for special education students is limited to students with disabilities whose individualized education programs (IEPs) indicate the need for work experience and who are also eligible as clients of the Division of Vocational Rehabilitation. Program goals include the acquisition of general skills related to performing work under supervision, as well as job-related skills. Students with disabilities may receive pay for the performance of productive work in an approved program.

Career exploration programs involve students who have not yet selected occupational goals and who will benefit from exposure to a variety of occupations, as practiced on the job site so that they may develop their own occupational objectives from direct experience. Students in career exploration programs must receive related instruction as a part of the regular high school program and be placed at off-campus sites in accordance with the provisions for granting high school credit in off-campus programs. Students in career exploration programs may spend no more than nine weeks (an academic quarter) at a particular job site, and then must be rotated through other job sites of interest at least every nine weeks for the duration of the program. The specific amount of time a student spends at a given job site (within the nine-week maximum) will be determined by the complexity of the occupation being studied. Related instruction will provide students with knowledge of occupational clusters, requisite training and experience for occupations being studied, and skills related to obtaining and holding a job. Students in career

exploration programs will not be performing productive work, and may not receive pay for participation in the off-campus program.

Apprenticeship programs provide structured work-based learning experiences provided by employers within an industry or occupational cluster combined with secondary and postsecondary classroom instruction. The experience results in academic credentials and certification of occupational mastery. Apprenticeship programs must meet published criteria and are individually approved by the Division of Vocational and Adult Education.

Students in cooperative vocational education programs, apprenticeship programs and in work-experience programs for special education students who are receiving pay for work performed in an off-campus program will generally be covered by the sponsors' workers' compensation insurance and general liability insurance. Students in academic programs and career exploration programs will not be paid and will not be covered by the sponsors' workers' compensation insurance and general liability insurance. Therefore, any school district which arranges off-campus academic or career exploration programs must provide accidental injury and job-related illness insurance for students and liability insurance to cover any injuries or damages caused by students on the sponsors' premises. Liability insurance to protect the supervising teacher and any other school district employees who might be exposed to a liability risk due to the placement of students in off-campus programs should also be provided by the school district.

Since there is danger of unpaid students replacing paid employees, the school district and the cooperating sponsor should exercise extreme diligence in complying with applicable state and federal labor regulations.

All five types of off-campus programs must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of high school credit to participating students. The following general policies will apply.

I. Attendance Eligible for State Foundation Monies

To be counted for membership and average daily attendance for state aid purposes, students must be under the guidance and direction of certificated teachers employed by the public school district whether the instruction (teaching process) is on campus or off campus. Students who are at least 16 years of age and not over 21 years of age and who are under the guidance and direction of public school teachers for less than the standard school day may be counted as part-time students. (Their part-time membership and attendance are computed according to Section 163.011, RSMo.)

School districts shall not count students in membership or attendance for any type of off-campus instruction except Department-approved off-campus programs which are adequately supervised by the district's certificated teachers to the extent the students can be considered "under the guidance and direction of teachers in the teaching process" and for which the school district is granting high school credit. School districts have responsibility (and probably liability) for students during the time they are counted for school membership and attendance for state aid purposes.

II. Direction and Supervision of Students in Off-Campus Programs

As indicated in Section I, to be counted for state aid purposes, students in off-campus programs must be under adequate supervision by appropriately certificated teachers of the public school district. Supervision of off-campus students is considered adequate and teachers appropriately certificated if the following standards are met:

A. Teacher Qualifications

Off-campus academic programs must be under the supervision of a teacher certificated in the subject in which the related on-campus instruction is provided. For example, if students enrolled in a chemistry class are provided off-campus instruction in the chemistry lab of an industrial facility, the supervising teacher would have to be certificate to teach chemistry. If no specific certification is available, as in the case of subjects such as “computer science,” a teacher who is considered qualified to teach the related on-campus class will be considered qualified to supervise the off-campus program.

Teachers holding cooperative vocational education certification are qualified to supervise students employed at training stations appropriate to the occupational categories for which the cooperative vocational education program is designed.

Work-experience programs for students with disabilities must be under the supervision of a special education teacher who has been designated and approved as a vocational adjustment coordinator. The vocational adjustment coordinator would also provide or coordinate the related instruction in the regular school program.

Career exploration programs must be under the supervision of a teacher who provides related classroom instruction in career awareness and related areas, and who has certification as a social studies teacher or as a guidance counselor.

Apprenticeship programs must be under the supervision of teachers who meet current criteria established by the Division Vocational and Adult Education.

B. Supervision Time

The supervising teacher or coordinator must be provided scheduled supervision time within the standard school day at the ratios set out below, or if any part of the off-campus program is scheduled outside the regular school day, the school district must pay the supervising teacher or coordinator for the outside-of-school time necessary to provide supervision at the ratios set out below.

Off-campus academic programs: one class period daily for each ten participating students.

Cooperative vocational education programs: one class period daily for each 12 to 15 participating students.

Work experience for students with disabilities: one class period daily for each 8 to 15 participating students, depending upon the nature and severity of the disabling conditions.

Career exploration programs: one class period daily for each 15 participating students.

Apprenticeship programs: based on individual program approval.

C. Written Plans

For each student in an off-campus program, there must be a written instructional plan, cooperatively developed between the supervising teacher or coordinator and appropriate persons at the off-campus site. The written plan must set forth specific measurable objectives to be achieved by the student and describe a plan for evaluating student performance. In the case of students with disabilities, the IEP and Individual Written Rehabilitation Plan should contain specific provisions to satisfy these requirements. If any federal funds are involved, the school district must also secure from the off-campus cooperating institution assurances of compliance with Title VI (Civil Rights), Title IX (Sex Discrimination), Section 504 (Discrimination against the Handicapped), and Drug-Free Workplace Requirements.

III. Granting High School Credit for Off-Campus Programs

To be eligible for off-campus instruction programs, students must be (1) 16 years old or older; (2) juniors or seniors in high school (except disabled students who need only be 16 or older and otherwise eligible); and (3) enrolled in classroom instruction directly related to and supportive of the off-campus instruction (related instruction) which is provided as a part of the school district's regular high school program. Eligible high school students participating in approved off-campus programs may be awarded high school credit in accordance with the following guidelines:

- A. Off-campus students must be enrolled in and receiving related instruction in the regular high school program before credit can be awarded for the off-campus experience. This restriction does not apply to disabled students whose IEPs indicate full-time work experience or to students participating in Option One of the Trade and Industrial/Health Occupations Internship Program.

Related instruction for students in cooperative vocational education programs must be concurrent with their off-campus experience. Related instruction for students may be less frequent than daily, but in no case may be related instruction be less than enough to justify a half-unit of high school credit (3,915 minutes).

- B. One-half, one, or more units of credit (depending on the number of minutes of instruction) may be awarded for the related classroom instruction in the regular program. Additional high school credit for off-campus study or work experience in approved programs may be awarded under the following standards:

Students may be awarded one unit credit for 10 to 19 hours weekly of off-campus study or work experience, which would total between 300 and 600 hours during a school year; or two units of credit for 20 or more hours weekly of off-campus study or work experience.

No more than two units of credit, or twice the number of units of credit granted for related instruction (whichever is less) may be granted for off-campus study or work experience during any school year for off-campus academic programs, cooperative vocational education programs, and career exploration programs.

Students with disabilities whose Imps indicate a need for additional supervised work experience to make the transition from school to the world of work may earn up to four units of credit during an academic year for off-campus work experience. The additional two units of credit would be based on increments of 20 to 30 hours weekly and 30 to 40 hours weekly of supervised work experience.

- C. High school credit awarded students for off-campus programs will be assigned to subject areas on the basis of the certification of the supervising teacher or coordinator, the related regular classroom instruction, and the nature of the off-campus program. Credit granted for off-campus instruction shall be counted as elective credit. Off-campus credit may be counted toward meeting the classification and accreditation standards for curriculum only when in a vocational educational program approved by the Department. Other types of off-campus credit may not be counted toward meeting the curriculum standards.

IV. Authorization to Conduct Off-Campus Programs

Written proposals for off-campus programs must be approved annually by the appropriate section of the Department of Elementary and Secondary Education if the students are to be counted in membership and attendance for state aid purposes, if any special funding is involved, or if high school credit is to be granted. The following are procedures for obtaining approval:

- A. Off-Campus Academic Programs: Off-campus academic programs must be submitted in writing and approved in advance by the Coordinator, Supervision of Instruction Section. School districts wishing to establish such programs must submit a detailed written proposal for review and action.

- B. Cooperative Vocational Education Programs: Cooperative vocational education programs must be approved by the Division of Vocational and Adult Education. School districts wishing to establish such programs should apply for program approval to the appropriate section in that Division. All programs approved by the Division of Vocational and Adult Education must be designed and operated in conformity with the general policies of the Department and the specific provisions in the Vocational Education policies.

- C. Work Experience for Students with Disabilities: Work experience for special education students who are also eligible as clients of the Division of Vocational Rehabilitation may be provided under the general policies of the Department and the specific provisions in the State Plan for Part B of the Individuals with Disabilities Education Act (PL 94-142). School district wishing to establish work-experience programs for disabled students should apply to the Division of Vocational Rehabilitation.

NOTE: Students with disabilities who are not eligible as clients of the Division of Vocational Rehabilitation may be provided on-the-job work experience only through cooperative vocational education programs approved by the Division of Vocational and Adult Education as described in paragraph B above.

- D. Career Exploration Programs: Career exploration programs must be submitted in writing and approved in advance by the Coordinator, Supervision of Instruction Section. School districts wishing to establish such programs must submit detailed written plans for review and action.

- E. Apprenticeship Programs: These proposals must be submitted to and approved in advance by the Division of Vocational and Adult Education.